



**Bulletin**

**January 2017**

This is the first of Ofcom's media literacy updates for 2017. These updates bring together summaries of news, initiatives and events on the topic of media literacy, submitted by stakeholders in this field, both in the UK and overseas. Inclusion here does not imply endorsement by Ofcom.

Ofcom has a statutory duty to promote media literacy, which it discharges through the provision of research to help stakeholders to understand how best to target their resources.

Each summary is included under one of the five categories below; please click on one of the links if you would like to go directly to this category:

[Research](#) | [Events](#) | [Projects](#) | [Awards](#) | [International](#)

If you have any queries about Ofcom's media literacy activities, please get in touch with the media literacy team ([media.literacy@ofcom.org.uk](mailto:media.literacy@ofcom.org.uk)).

## [Research](#)

### **Girlguiding**

Each year Girlguiding publishes its Girls' Attitudes Survey. In 2016 we asked over 1,600 girls and young women aged 7 to 21, across the UK, what they think on a range of issues including the media, their experiences online, safety and harassment, their well-being and how they feel about their futures. The published survey provides an important insight into girls' and young women's lives today. To see the report, please visit our website <https://www.girlguiding.org.uk/social-action-advocacy-and-campaigns/research/girls-attitudes-survey/> or for more information please email [zoe.palmer@girlguiding.org.uk](mailto:zoe.palmer@girlguiding.org.uk)

## LSE

### **Global Kids Online**

[Global Kids Online](#) recently launched an [open-access multi-method research toolkit](#) to support the production of a robust evidence base on children's online access, opportunities, and risks. First findings, using the toolkit, are now available from [Argentina](#), [Brazil](#), [Montenegro](#), [Serbia](#), [South Africa](#) and [the Philippines](#), and in a [comparative research synthesis](#). You can [sign up](#) to receive research updates at [www.globalkidsonline.net/contact](http://www.globalkidsonline.net/contact)

### **LSE Media Policy Project**

The [General Data Protection Regulation](#) (GDPR) seeks to protect children's online privacy from commercial exploitation, on the assumption that they lack media literacy to manage their data. The LSE Media Policy Project hosted an expert round-table meeting at the LSE to consider the challenges of interpretation and implementation from different stakeholder perspectives (see [the report](#) and [blog post](#) which introduces further posts at <http://blogs.lse.ac.uk/mediapolicyproject/?s=gdpr>) including Sonia Livingstone's analysis of Ofcom's data on [children's media literacy here](#).

### **Branded Content Network**

The Branded Content Research Network is an AHRC-funded project to aid research and collaboration between academics, industry professionals and civil society interests to explore branded content practices and their media policy implications. Our next seminar, on Tuesday 25 April, focuses on regulation and will bring together policy stakeholders to examine issues including labelling, identification, user awareness and media literacy surrounding marketing communications that are 'native' to the media in which they are carried. To find out more see our website [www.brandedcontentresearchnetwork.org](http://www.brandedcontentresearchnetwork.org) and to subscribe to the mailing list please email the Principal Investigator, Prof. Jonathan Hardy at [j.hardy@uel.ac.uk](mailto:j.hardy@uel.ac.uk).

## RAJAR

RAJAR is set to release its Q4 2016 data on Thursday February 9th 2017. The latest wave of RAJAR's audio survey, MIDAS, (winter 2016) is available on the RAJAR homepage: [www.rajar.co.uk](http://www.rajar.co.uk) .

Additionally, RAJAR has recently improved its Training Programme for Subscribers; for more information please go to [www.rajar.co.uk](http://www.rajar.co.uk) and see the 'Training' section. Please download the RAJAR app via the website or [app.rajar.co.uk](http://app.rajar.co.uk) for RAJAR information on the go.

### **RSA Fellowship**

A new study by Kucirkova, Littleton & Kyparissiadis (2017) systematically investigates the influence of child gender and age on parents' perceptions of UK children's digital media use at home: <http://onlinelibrary.wiley.com/doi/10.1111/bjet.12543/full>

The RSA Catalyst project, Children's Reading On Screen, provides tips and guidance for parents about young children's e-reading: <https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2016/12/tips-for-reading-e-books-with-children>

## **Salomons Centre for Applied Psychology at Canterbury Christ Church University**

*How is social media use impacting on identity formation in adolescence?* Existing literature provides some exploration into elements of identity formation, but research has not yet situated the subject area and debate within psychological developmental frameworks. Through in-depth individual and group interviews with adolescents aged 12-18, the study aims to address the research question within a developmental framework by drawing on extant psychological literature, namely Erikson (1968), Harter (1999) and Goffman (1959), to understand the role that social media is playing in creating new contexts for identity exploration and formation in adolescence.'

### **Family Kids & Youth**

#### ***How do children understand and spend their money?***

FK&Y has been carrying out research to explore how children understand and spend their money. The research has been carried out with 7 to 12 year olds using desk research, quantitative research and ethnography. As part of the exercise FK&Y set up a 'mock-up shop' in which children were offered a choice of products available in a corner shop, e.g. magazines, sweets, stationery. We found that although younger children do not necessarily understand monetary value until they reach around age 10, they are nevertheless adept at choosing and paying for products they want. Parents and grandparents believe that shopping in the 'corner shop' is educational. It is the first real transaction using money that children experience; it is safe, and offers independent choice. For further details contact [Gaenor@kidsandyouth.com](mailto:Gaenor@kidsandyouth.com)

### **Doteveryone**

The report on the Doteveryone work on basic digital skills in Croydon and Lewisham has been published. Across the year-long duration of the project, and thanks to the support of all the partners involved, there has been a significant increase in the number of people with basic digital skills (9% in Croydon and 10% in Lewisham). The full report can be found at <https://projects.doteveryone.org.uk/digitalcommunities/index.html>

### **Ofcom**

#### ***Children's media literacy research 2016***

We find out how children use, think about and understand media, including how much time they spend online vs. watching the TV set, whether they know when they are being advertised to, what they really watch on YouTube and where they turn to first for true and accurate information about the world. All this and more is available in our latest [reports on children's media use](#), published in November 2016, including:

- *Children and Parents: Media Use and Attitudes 2016*, our annual quantitative research with families across the UK, exploring the use, understanding of and attitudes towards media among children aged 3-15, and how parents are managing children's media use;

- *Children's Media Lives 2016*, the third year of our qualitative research, following the same 18 children every year to provide nuanced, in-depth insight into the role of media in their day-to-day lives; and
- *Children's Digital Day*, a diary study with primary and secondary school children, charting children's media use across the day.

***Children's worksheets (accessible versions of the Children's Media Use and Attitudes report*** (to be published early Feb)

To enable children to access and understand our research, we have for the second year created worksheets incorporating some of our quant survey findings focusing on the 8-11 year old age group. These have been created in collaboration with Childnet to coincide with Safer Internet Day (7<sup>th</sup> February 2017), and the 2016 worksheets are based on the Safer Internet Day theme of images and what children see when online.

***Adults' Media Lives report*** (due to be published early March)

Ofcom's *Adults Media Lives* study was set up in 2005 to provide a small-scale, rich and detailed qualitative complement to Ofcom's quantitative surveys of media literacy. The project follows 19 individuals over time, and interviews them on camera each year about their media habits and attitudes.

The interviews provide evidence about the motivations and the context of media use, and how media services and devices are part of daily life and domestic circumstances. The project also provides us with rich detail of how media habits and attitudes change over time, in particular linked to life-stage.

---

## **Events**

### **Young People and Online Media - Promoting Digital Competence, Digital Citizenship and Wellbeing**

30 Jan 2017

<http://wisekidssummit.uk/>

WISE KIDS hosted a one-day summit at the All Nations Centre in Cardiff, held in part to support European Safer Internet Day which is on 7 February 2017.

The summit brought together stakeholders and experts in online community, education, psychology, mental health and industry to share evidence, ideas and good practice to promote children's and young people's digital competence, digital citizenship and wellbeing. These broad themes aimed to provide a more rounded view of the many aspects of children and young people growing up in a digital age and the tensions and opportunities these present, as well as practical steps we can take.

### **Safer Internet Day 2017**

**One week to go...** Safer Internet Day 2017 will take place on Tuesday 7 February, with the theme: 'Be the change: unite for a better internet'. Co-ordinated in the UK by the UK Safer

Internet Centre, more than a thousand organisations are uniting to raise awareness of online safety issues, and to run events and activities across the UK. As a result of our collective action, Safer Internet Day 2016 reached 2.8 million UK children and 2.5 million UK parents. Find out more and get involved!

<http://www.saferinternet.org.uk/safer-internet-day/2017> #SID2017

### **Media and Information Literacy: Educational Strategies for the Prevention of Violent Extremism**

February 9, United Nations, New York

The United Nations Alliance of Civilizations's Media and Information Literacy program and United Nations Academic Impact's 'Unlearning Intolerance' program have organized this event as part of UNAI's 'Prevention Forum' discussion series.

The event will also be an occasion for the presentation of the most recent UNAOC-UNESCO-NORDICOM publication "Opportunities for Media and Information Literacy in the Middle East and North Africa".

More information and RSVP:

<http://www.unaoc.org/event/media-and-information-literacy-educational-strategies-for-the-prevention-of-violent-extremism/>

### **AMES Conference 2017: Media, Politics and Young People**

The Association for Media Education in Scotland conference will be held on Sat, 3 June at St Leonard's Hall, University of Edinburgh. The theme of the conference is Media, Politics and Young People. The keynote speaker is John Swinney MSP, Deputy First Minister of Scotland and the Cabinet Secretary for Education and Skills. There will be workshops on *I, Daniel Blake*, *Persepolis* and fake news. Further details at [ames.scot](http://ames.scot).

---

## **Projects and initiatives**

### **Broadcasting Authority of Ireland**

#### **BAI launches Media Literacy Policy**

In December 2016, the Broadcasting Authority of Ireland launched its Media Literacy Policy. The policy will guide the BAI's approach to meeting its obligation to undertake, encourage and foster research and activities to promote media literacy in Ireland. The policy sets out the media literacy skills which the BAI has identified as essential for navigating the current and emerging technological, media and social environment. An important first step in implementing the policy will be the development and facilitation of a media literacy network. More information on the policy may be found here: <http://www.bai.ie/en/bai-launches-media-literacy-policy/>.

### **Digital Unite**

#### **One Digital Success**

With over 1,100 digital champions engaging more than 11,000 people with digital skills across the UK, the One Digital partnership celebrated the end of a highly successful 'Test

and Learn' programme in December. One Digital is a unique collaboration between six diverse and distinct organisations; AgeUK, AbilityNet, Affinity Sutton, Citizens Online, Digital Unite and Scottish Council of Voluntary Organisations (SCVO). Supported by an investment by the Big Lottery Fund, the one-year programme spanned the nations (England, Scotland and Wales) and a diverse population. Each partner delivered a specific project within the One Digital wrapper, but all used consistently trained and supported digital champions as the golden thread. [www.digitalchampionsnetwork.com/one-digital](http://www.digitalchampionsnetwork.com/one-digital)

## **Parentzone**

### **Ordinary magic for the digital age: understanding children's online resilience**

Following on from our groundbreaking research with Virgin Media and the Oxford Internet Institute in 2014, we have published a new report looking at how things have moved on and how parents and professionals that work with families can promote digital resilience among our children. <https://parentzone.org.uk/understanding-childrens-online-resilience-report>

## **Children's Commissioner**

In a report which received widespread coverage from as far afield as the Washington Post and the New Zealand Chronicle, as well as across the media in the UK, the Children's Commissioner called for greater transparency from social media companies and a rebalancing of the power between children and social media platforms: <http://www.childrenscommissioner.gov.uk/publications/growing-digital>

## **Lloyds Bank**

The Lloyds Bank UK Business Digital Index is an annual measure of small businesses and charities' digital capabilities. The Index provides analysis on organisations' use of and attitudes towards digital technology, including an understanding of the financial benefits of being online. The 2017 report highlights use of social media, using digital to support overseas trade, progress of charities and a focus on opportunities for micro-businesses to develop their digital skills. The Index uses a unique combination of research findings and transactional data, to provide a robust annual report. <http://resources.lloydsbank.com/insight/uk-business-digital-index/>

## **BT**

Many organisations are working hard to set young people up for success in a digital world. [www.techliteracy.co.uk](http://www.techliteracy.co.uk) has been created to bring you the latest news, views and initiatives from around the UK and beyond, to help build a culture of tech literacy.

Here you will find inspirational videos as well as a report commissioned by BT from Ipsos Mori. This study builds on what has been learnt via the Barefoot Computing project and brings together the views of 400 primary school teachers across England, Scotland and Wales, as well as teachers and pupils from five schools who have been through the Barefoot Computing Project. <http://techliteracy.co.uk/tech-literacy-today>

If you are helping to create a culture of tech literacy and want to feature your initiative on this site we would love to hear from you. <https://techliteracy.co.uk/shared-agenda#get-involved>

## NSPCC

[‘Online child sexual abuse images: doing more to tackle demand and supply’](#): The NSPCC has produced a report which details existing research and evidence on online child abuse images and highlights what more needs to be done to address the issue.

[‘A review of the research on children and young people who display harmful sexual behaviour online’](#): The NSPCC has conducted a review of the literature on online harmful sexual behaviour (HSB) in order to inform and update guidance for practitioners working with young people with HSB. It explores the developmental appropriateness of children’s behaviour online and whether there is a cross-over between children and young people displaying HSB offline and online.

[‘What should I do? NSPCC helplines report about online safety’](#): The NSPCC has produced a report looking at contacts to the NSPCC’s Helpline, Childline, and the O2 and NSPCC’s Online Safety Helpline from parents and children about online safety.

Flaw in the Law: In October 2014, the NSPCC launched a campaign to make it illegal for an adult to send a sexual communication to a child. Following the campaign the law was passed as part of the Serious Crime Act 2015. However it has still not received a commencement order meaning that the police in England and Wales are unable to charge people with this offence. The NSPCC are asking people to send an email to the Justice Secretary, Liz Truss, to ask for a start date for this important legislation. You can find out more [here](#).

Trusted Flagger: The NSPCC and Childline are now Trusted Flaggers for Instagram and Facebook, allowing us to escalate concerns on these social networking sites straight to the platform. If you are concerned about a child’s safety you can contact the NSPCC Helpline by calling 0808 800 5000 or emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## Media Smart

In January the Children’s Commissioner released a report, *Growing Up Digital*, which highlighted the need for young people to build their digital resilience in order to become better prepared for online life. With this in mind, we are excited to announce the launch of our new educational materials: [Get Media Smart - Digital Advertising resources for 9 – 11 year olds](#). This new module supports the personal development and computing curriculum, helping young people understand how and why adverts exist in this environment, become better-informed media consumers and make the most of the opportunities available.

For more information please contact Rachel Barber-Mack on [mediasmart@adassoc.org.uk](mailto:mediasmart@adassoc.org.uk)

---

## [International](#)

### Portugal

#### Portuguese Media Regulation Authority

Since 2009, in line with the recommendations contained in international diplomas on the importance of media education, the **Portuguese Media Regulation Authority (ERC)** has been engaged in actively contribute to the public debate and practice of media literacy.

It is in this context that, in 2009, ERC founded, together with other institutions of the education sector, the Informal Literacy Group for Media (GILM) aiming to combine various interests and synergies to promote activities and policies aimed at media education. Within this project the national regulator contributed to the first national study on "Education for the media in Portugal - experiences, actors and contexts".

Since then, ERC has actively participated in the development of congresses and educational activities such as the "Seven Days with the Media" involving national schools in media education projects. Also in this line of work, the regulator signed a protocol with the Businessmen for Inclusion Association (EPIS), in force between 2016 and 2017, in order to raise awareness among students.

Informal Literacy Group for Media (GILM)

<http://www.literaciamediatca.pt/pt>

IV Congress on Literacy, Media and citizenship

<http://www.congressolmc.pt/>

## Russia

New English Language Books – free access to full texts:

Fedorov, Alexander. Western World in the Soviet and Russian Screen: From Epoch of Ideological Confrontation (1946-1991) to Modern Time (1992-2016). Moscow: ICO Information for All, 2016, 153p.

[https://www.researchgate.net/publication/307587864\\_Western\\_World\\_in\\_the\\_Soviet\\_and\\_Russian\\_Screen\\_From\\_Epoch\\_of\\_Ideological\\_Confrontation\\_1946-1991\\_to\\_Modern\\_Time\\_1992-2016?ev=prf\\_pub](https://www.researchgate.net/publication/307587864_Western_World_in_the_Soviet_and_Russian_Screen_From_Epoch_of_Ideological_Confrontation_1946-1991_to_Modern_Time_1992-2016?ev=prf_pub)

Fedorov, A. The White Movement Image in the Mirror of the Russian and Western Screen. Moscow: ICO "Information for all". 2016. 88p.

[https://www.researchgate.net/publication/305441604\\_THE\\_WHITE\\_MOVEMENT\\_IMAGE\\_IN\\_THE\\_MIRROR\\_OF\\_THE\\_RUSSIAN\\_AND\\_WESTERN\\_SCREEN?ev=prf\\_pub](https://www.researchgate.net/publication/305441604_THE_WHITE_MOVEMENT_IMAGE_IN_THE_MIRROR_OF_THE_RUSSIAN_AND_WESTERN_SCREEN?ev=prf_pub)

Fedorov, Alexander. Reflections: West about Russia / Russia about West. Film images of people and countries. Moscow: ICO Information for All, 2017, 280p.

[https://www.researchgate.net/publication/307905692\\_Reflections\\_West\\_about\\_Russia\\_Russia\\_about\\_West\\_Film\\_images\\_of\\_people\\_and\\_countries?ev=prf\\_pub](https://www.researchgate.net/publication/307905692_Reflections_West_about_Russia_Russia_about_West_Film_images_of_people_and_countries?ev=prf_pub)

Fedorov, Alexander. Cinema in the Mirror of the Soviet and Russian Film Criticism. Moscow: ICO "Information for All", 2017. 173p.

[https://www.researchgate.net/publication/311953725\\_Cinema\\_in\\_the\\_Mirror\\_of\\_the\\_Soviet\\_and\\_Russian\\_Film\\_Criticism](https://www.researchgate.net/publication/311953725_Cinema_in_the_Mirror_of_the_Soviet_and_Russian_Film_Criticism)

Fedorov, Alexander. Media and Information Literacy Education Dictionary. Moscow: ICO "Information for All, 2017, 30 p.

[https://www.researchgate.net/publication/311675000\\_Media\\_and\\_Information\\_Literacy\\_Education\\_Dictionary](https://www.researchgate.net/publication/311675000_Media_and_Information_Literacy_Education_Dictionary)

## USA

In response to the current political discourse and the growing urgency for active civic participation, The US National Association for Media Literacy Education announced that its 2017 conference theme will be “Engaging Citizens, Building Community.” The conference will take place in Chicago, Illinois, from June 26-June 28, 2017. <https://namle.net/conference/2017-conference/>

*If you do not wish to receive this update in the future, or if you would prefer to receive a link to the published bulletin on the Ofcom website rather than the full text in an email, please contact us at [media.literacy@ofcom.org.uk](mailto:media.literacy@ofcom.org.uk) so that we can amend the distribution list*